DOCUMENT RESUME

ED 234 275 CE 800 010

AUTHOR Clark, Marilyn
TITLE Volunteering...Pathway to Paid Employment. Ideas for Action in Education and Work, Issue 4.
INSTITUTION Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE Jun 82
CONTRACT 400-80-0105
NOTE 14p.
PUB TYPE Guides - Non-Classroom Use (055) -- Collected Works - Serials (022)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adults; *Career Development; *Employment Potential; Guidelines; Learning Experience; *Volunteers
IDENTIFIERS PF Project

ABSTRACT

Solutions to two problems are proposed: (1) a lack of help in social services due to the state of the economy, rising unemployment, and cuts in government support; and (2) fewer opportunities for career preparation and training programs. It is suggested that increased volunteerism would alleviate the problems while helping people learn job skills, gain experience, and become more self-confident and employable. Some job skills commonly used, personal gains acquired, and job-hunting techniques developed by volunteers are listed. Suggested actions for individual volunteers, volunteer agencies, and employers to take in order to make volunteering a more effective pathway to employment are provided, as are resources and publications. (JW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED234275

Volunteering...Pathway to Paid Employment

Ideas for Action in Education and Work, Issue 4

Northwest Regional Educational Laboratory

June 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Margaret Rogers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CE800010

Volunteering... Pathway to Paid Employment

Why Look at Voluntarism?

This issue of Ideas for Action proposes a joint solution for two problems. The problems:

(1) Social services will depend heavily on volunteer help in the years to come, due to the state of the economy, rising unemployment and cuts in government support. But what will move people to volunteer their time and energy? What's in it for the volunteer? The warm glow one gets from helping someone else won't be enough to attract and hold the volunteer over time, as many a volunteer agency can tell you.

(2) Recent and proposed cutbacks in federal support to the Work Incentive Program (WIN), the Comprehensive Employment and Training Act (CETA) and the College Work Study Program (CWSP) will curtail opportunities for career preparation and training. Yet the needs that created WIN, CETA and CWSP will not disappear with the loss of federal funding. It is clear that government alone cannot prepare people to be workers and taxpayers. Neither can we expect schools to shoulder full responsibility for making people employable. But where can we look for employment and training?

Our studies show us a large piece of the answer: Employment and training services formerly delivered by CETA and other programs could be provided through increased voluntarism.

This issue of Ideas for Action examines the volunteer experience as a way to help people learn job skills, gain experience and become more self-confident and more employable. It is written for organizations that:

- Use the services of volunteers
- Are responsible for or interested in employment and training for hard-to-employ individuals
- Provide career planning or counseling services
- Recruit persons for volunteer jobs
- Recruit volurteers who are interested in career development

IDEAS FOR ACTION in Education and Work

Northwest Regional Educational Laboratory

Issue 4: June 1982

Our goal for this Ideas for Action is to help our readers make better use of the volunteer experience as a career-building strategy.

We hope the ideas in this issue will reach volunteers, perhaps through training sessions geared to help them develop their careers in the paid sector. We believe this material can also serve as a tool in promoting voluntarism.

What's in It for the Volunteer?

One answer to this question is well-known by those who have volunteered or who use volunteers: transferable skills, experience and useful contacts.

There is much to suggest that volunteering may enhance an individual's academic and career goals. Nearly everyone knows of someone who has obtained a paid job because of a contact or skill gained from volunteering. But why do some adults succeed in translating the service experience to paid positions while others do not?

From Volunteering to Employment: Asking the Questions

Many potential employers value the skills and experience that applicants acquire through volunteer service. Before volunteer service can become a more broadly used strategy for employment training and career development, however, we must know what people do in volunteer positions and how potential employees view what they do. With this need in mind, NWREL staff members conducted a case study research project that focused on the following concerns:

- What types and levels of skills can people acquire from unpaid work experiences?
- What strategies are tried by adults seeking to move from unpaid work experience to paid employment? Which ones are successful and which are unsuccessful? Why?
- How do adults successfully document and communicate to potential employers the skills and knowledge gained from unpaid experience?
- How do agencies treat volunteers who want to further their career preparation? What activities support career preparation?
- How do employers view the skills and experience people acquire while in an unpaid work situation? How do employers want to see skills documented?
- What are the characteristics of adults who make successful transitions from unpaid work to paid employment?

We interviewed representatives of agencies that use volunteers. We interviewed people in the transition process and those who had supervised them in their volunteer positions. We interviewed employers. Our results provide some insights into the potential of the volunteer experience as an alternative career development strategy.

About Skills

Some volunteers in our sample acquired an impressive range of skills during their experiences. They had opportunities to learn new skills, brush up on unused skills and build proficiency. Here is a listing of the skills used by volunteers participating in the study:

Office Skills

answering telephones
bookkeeping
filing
greeting clients/public
handling outgoing/incoming mail
keeping client/patient records
maintaining confidentiality of information
operating photocopy and other business machines
ordering supplies

scheduling
taking inventory
typing
writing letters, memos

Management

analyzing
budgeting/fiscal management
evaluating
fund raising
goal setting
group facilitation/leadership
monitoring
motivating
organizing
planning
policy-making
problem-solving
project coordination
recruiting
research
supervising

Social Services

advocacy
change agent
conflict management
counseling
crisis intervention
friendly visiting
information/referral
placement/screening
shopping/escort assistance
youth recreation/leadership

Education

community education
curriculum planning/development
preschool/child care and supervision
teacher assisting
teaching
test scoring
training parent helpers
tutoring

Health/Medical/Emergency

CPR
delivering supplies
disaster assistance
fire fighting
first aid
learning drug names; labeling medications
mixing I.V.s
nutrition/food preparation
taking prescription orders
transporting patients between departments

Public Relations/Communications

community organizing
conducting surveys
designing flyers/brochures
graphics
mediating/bargaining
network building
planning campaigns
planning conferences/meetings
public speaking
sales/marketing
writing newsletters

Crafts/Trades

carpentry
energy conservation
groundskeeping

Services

custodial/housekeeping
delivering goods

Most study participants reported that their agencies placed volunteers in jobs that ranged in skill requirements from routine, pre-entry level to those demanding a high level of specialization and expertise. For most, however, their volunteer placements offered a comfortable setting in which to learn some new skills and to polish up skills they had brought with them.

Other Personal Gains

In addition to skills, what personal gains aid volunteers in seeking paid positions? Overwhelmingly, the response was "self-confidence!" But volunteers also credited their experiences with giving them the following:

- a sense of purpose
- an improved sense of self-worth
- a "can-do" attitude
- a willingness to ask questions

- a new recognition of personal capabilities
- a readiness to learn from experiences
- a greater empathy toward others
- a sense of personal responsibility
- an increase in patience
- a greater readiness to trust co-workers
- higher aspirations
- an ability to work under pressure
- greater self-acceptance
- an ability to see good in everyone
- an increased openness to different opinions

Job-Hunting Techniques

People who moved from volunteering to paid employment generally used clearer and more active job-hunting strategies than people who had not yet found a paid position. For example, many sought assistance and advice from counselors or from persons whose judgment they respected. Participants in the NWREL study mentioned using these job-hunting techniques:

- Contacting the state employment office
- Preparing resumes, sending them with personal notes or cover letters, and being selective in where they were sent
- Letting contacts know that the individual is job-hunting
- Spending time finding out who to contact
- Talking with people who are doing jobs of interest
- Finding out about openings by word-of-mouth
- Keeping track of questions interviewers asked and brushing up responses
- Keeping track of scores on tests and memorizing answers to often-asked questions
- Looking in newspaper "Help Wanted" sections
- Volunteering in organizations where they wanted to work so that people there could get to know them
- Spending at least two to three full days per week job-hunting
- Matching their qualifications with those required by the job prior to making application
- Doing some assessment of their own skills, interests and job satisfaction needs
- Analyzing the potential barriers to their getting jobs and thinking through what could be done about them
- Doing a "dry run" before the interview to check out the location of the company and the travel time required to get there
- Making phone calls and asking to be interviewed
- Making lists of companies of potential interest to them

Of course, not every successfully employed participant used all the approaches mentioned above. But some techniques were consistently used, including resume preparation, calling on contacts, having clear career goals and devoting a good share of each week to job search.

Study participants who had not yet made a transition to paid work were more likely to indicate that they had no particular career goal or job-hunt strategy. They more often waited passively to hear about openings rather than actively seeking information about them. They also more

often reported barriers to making the transition. These included mostly personal factors such as lack of skills, lack of education or poor health.

Different Perspectives: Employers

An important factor in whether or not volunteering will have broad usefulness as an alternative career development strategy is employers' attitudes toward the unpaid work that volunteers do and the skills and experience they gain from it. From our sample of randomly selected employers we learned that:

- Employers value any experience whether paid or unpaid that relates to the requirements of the position they are trying to fill. One statewide employer told the interviewer, "We don't care where it [the experience] came from. If it came down to a choice between two people, having it [the volunteer experience] might make a difference in our hiring decision." Another said, "It could tip the balance between two equally qualified applicants." A third stated, "Volunteer experience is a sign of initiative and good character." When we asked the question, "Are job applicants who cite volunteer work experience hired?", more than two-thirds of the employers said "Yes."

- Employers tend to place more importance on unpaid work--i.e., volunteering--if the applicant stresses it and feels good about it. One respondent said, "We look for sincerity and confidence in the way applicants present their volunteer work and the skills they got from it." Another said, "We consider volunteer experience valid. But applicants with volunteer experience tend to devalue it [by not telling about it or not identifying it as an experience through which job skills were learned]. We try to remember to ask them about it." An assistant personnel manager remarked that he looks for assertiveness and enthusiasm in the way applicants present their volunteer experience.

- Employers want applicants to mention specific functional and transferable skills. They are impressed when applicants can coherently relate their volunteer backgrounds to the requirements of the job. One employer advised volunteers to "state responsibilities, tasks and accomplishments; demonstrate an increase in volunteer responsibilities that relate to the paid job." Another said, "If it's applicable, I take it into account and weigh it equally with paid work."

Almost all employers wanted former volunteers to list specific skills in the application and the resume. This information can lead to useful discussion during the interview. One personnel manager said that citing where you volunteered and for how long "is a good way of accounting for time spent."

What about references? Employers in our sample tended to check references for paid and unpaid work in the same way. This response suggests that agencies need to provide volunteers with formal training, supervision and performance review so that the prospective employer gets accurate information about the volunteer's performance and skill level.

Employers in different types of business view the usefulness of the volunteer experience differently. In occupations requiring a high degree of specialized, technical knowledge or skill, managers saw less direct transfer of the unpaid work experience. This seems due to the nontechnical or nonmechanical nature of most volunteer assignments. Even so, they told us, a person who makes a commitment to a volunteer job probably would be regarded as being "devoted" and having "good initiative" and a "good self-concept."

Do former volunteers perform on the job as well as other employees? One employer said, "They are equal to other employees." But most employers do not appear to have monitored employees with previous unpaid work experience to see if they differ in job performance from those without the unpaid experience.

Different Perspectives: Volunteer-Using Agencies

Do agencies that use volunteers to help deliver service to clients practice what they preach about the value of hiring former volunteers? Volunteer agencies generally confirmed our findings from other employers:

- The use of volunteer experience as a qualification for paid work depends largely on the applicant's willingness and ability to articulate it.
- Description of the volunteer experience should be specific and relevant to the job for which application is being made.

It is important to note that agencies do give a lot of weight to applications from people who gained their volunteer experience at that same agency. Yet most of the agencies surveyed did not do any formal career planning or goal setting with their volunteers. Further, formal evaluations of a volunteer's performance are done only if the volunteer requests it. Instead, the supervisor or other paid staff person usually provides feedback to volunteers on a one-to-one, casual basis. Time cards or service logs are generally kept on each volunteer's activities.

What about training? Volunteers receive formal orientation and on-the-job training in most of the agencies interviewed. They often progress in level of responsibility, even though most agencies view volunteers as supplemental to paid staff. In some instances, liability issues or union rules may place limits on volunteer upward mobility.

Making the Volunteer Experience a Ticket to Paid Jobs

How can we make volunteering a more-travelled and effective pathway to paid employment? The following ideas from our research point out some actions that individual volunteers, volunteer agencies and employers can take.

FOR VOLUNTEERS:

- Take a career planning workshop or get some career counseling to help you set your occupational and career goals.
- Register your chosen areas of interest with your local voluntary action center or volunteer bureau. They can help you find a volunteer assignment that relates to the career and occupational goals you have set for yourself.
- Interview for your volunteer positions just as you would for paid jobs. You need to know in advance whether you can use or develop skills through this volunteer assignment that will help you land a paid job when you are ready to take that step. If no job description exists, request that some description be developed to help you make a decision about the job.
- Ask your prospective volunteer supervisor about the training opportunities available to the agency's volunteers. Is a formal orientation provided? Are skill-building workshops provided by the agency staff? Does the agency pay or help pay for training related to the volunteer job?
- Discuss the range of volunteer positions available in the agency. Can you advance to volunteer jobs of increased responsibility? Can you learn

new skills through accepting new assignments and more responsibility?

- Request that your volunteer or staff supervisor keep records on your service--a job description, new skills learned, the amount of time spent and the dates of your service. Be sure to have these records updated periodically with a job description for each new assignment as well as a skill development record.

- Ask your supervisor to periodically review your performance. Select an appropriate interval for these reviews and be sure to set work goals jointly for the approaching interval.

- Treat your volunteer assignment as seriously as you would any job. Be punctual and accountable, dress appropriately for the assignment and take a positive attitude toward your work. These are qualities that make for good volunteers and good employees.

- Develop your own portfolio of records on your training, skills and accomplishments during your volunteer experience. Be sure to keep letters or certificates of completion and commendation. If you move to a new agency or task, request a letter of recommendation from the supervisor with whom you worked. The letter should include the dates of your service, the job title, training you completed, significant accomplishments, a list of skills you developed and some assessment of your performance. Records like these make it easier to prove the validity of your training and experience to prospective employers.

- If you are thinking about going back to school, use your volunteer experience to help you get academic credit for what you have learned or plan to learn. Keep notes on what you learn. Write about your insights into the meanings of your experiences. You can often get school credit for writing that shows knowledge and understanding of a subject. Have the volunteer supervisor or staff person review your written notes and sign and date them. Then you can contact that person when the time comes to have the learning validated.

- When you are ready to make the transition to paid work, let people know about it. The most promising job leads come from people you worked with during your volunteer service. Many volunteers start their paid working life in the same agencies in which they volunteered, then move into other jobs in other sectors.

- Use the opportunities of volunteering to create a network of contacts around the community. Networks help meet your volunteer responsibilities and make a potential paid job search much easier.

- Take the initiative in suggesting new volunteer activities to meet emerging needs. As you create new opportunities and challenges and meet them effectively you grow and so do your marketable skills.

- When you begin applying for jobs, be certain your skills and experience match the requirements. Prepare a resume that features these skills, experiences and your educational background. Send a cover letter with your resume that emphasizes how your skills relate to the requirements of the position. If you apply in person, be sure to list your volunteer experience in the application form. If no space is designated for volunteer experience, integrate this

information into the section on work history. Many employers prefer to see how you spent your time between paid jobs.

- At the job interview, present your volunteer work and the skills you gained enthusiastically and professionally. Employers will value them more if you clearly value them.

FOR VOLUNTEER AGENCIES:

- Recognize that career development and training is one of the reasons people volunteer. Providing for this can often mean that your volunteers will be more businesslike, conscientious and effective. It may also mean that you'll have a volunteer more receptive to new tasks and training.

- Develop formal orientation and training for your volunteers. The volunteer experience can be much more mutually satisfying when the volunteers know the agency's mission and their roles in carrying it out and are trained to do the job.

- Keep a portfolio or folder for each volunteer. Include the dates of service, the number of hours spent, the training received and a description of the tasks performed.

- Develop job descriptions for each volunteer job. Specify tasks, skills required to do the job, skills that can be learned through the job and the training required or recommended. State the expectations held for each volunteer position. Identify the position that supervises the volunteer.

- Develop and carry out a process for regular performance review or work progress review. Set out the indicators that will be used to evaluate performance of volunteers. Get each volunteer, if possible, involved in setting clear goals for what they and you would like to see accomplished before the next review. The work review process is a good vehicle for expressing appreciation and for identifying areas requiring more effort. Be sure to include recommendations for training and to identify new skills gained. The volunteer supervisor or staff member should go over the review with the volunteer to make sure there are no misunderstandings. Both supervisor and volunteer should sign the review and date it. Include copies of completed reviews in volunteers' portfolios.

- Consider developing a career lattice for your agency. A career lattice aids both employees and volunteers in seeing how various jobs in the agency relate to each other and how one may progress either vertically or laterally. A diagram of the career lattice would be a helpful addition to your employees' and volunteers' handbooks.

- Provide letters of recommendation or reference for volunteers. Prospective employers will want to know how long the volunteer worked with you, what job or tasks were done, the volunteer's skills and abilities and your assessment of how well the job was performed. It is also helpful to provide a brochure or a paragraph that briefly describes your agency in case the employer is unfamiliar with what you do.

- Encourage volunteers to take on new and more difficult tasks with greater responsibility, when you see that they are ready. New challenges will keep them growing and will have payoff for the agency.

- Whenever possible, encourage the volunteer to explore jobs in the paid sector that require skills

similar to those being developed through the volunteer work. As the supervisor of a volunteer, you are an essential part of the support system that can help a volunteer to make a necessary or difficult transition with greater ease.

- In making your own hiring decisions, give consideration to applicants who have gained their work experience through volunteering. Saying we believe that volunteer work is as valid as paid work won't mean much if we don't act on that belief.

FOR EMPLOYERS:

- Provide a space on your employment application form for recording the applicant's volunteer experience. You learn more about an applicant's potential value to the company when your application encourages them to be thorough in telling you about themselves.

- During employment interviews, ask questions that will draw out an applicant's community service and volunteer work. With only a little prompting, you may encourage the applicant to share information that is vital to making a good match between the position and the person.

- Check with volunteer agency supervisors just as you would check on former paid employment. Agency supervisors are as concerned as you are about basic work habits and job skills and they most often supervise volunteers closely enough to provide you with valid references.

- Encourage your employees to volunteer. Volunteering helps the employee get to know the community and the community get to know about your company. Consider starting an employee volunteer organization. With only minimal support, this kind of activity can earn you a reputation for positive community involvement as an employer.

- Recognize that many of the jobs done by volunteers have direct counterparts in the paid employment sector. Often, it's only the setting that varies.

- Consider joining with volunteer agencies in an effort to get to know each other. Brief internships at your company can help volunteers make the transition to paid work. You can get to know prospective employees before making a commitment. A loaned executive program can lead to increased management skills and experience, with payoff for the employers, employees and the volunteer agencies who host your executives. Often such trades boost employees' sense of satisfaction and self-confidence.

Next Steps ...

Clearly, there is much potential in volunteering as an employment training strategy. We are planning a project in the Portland, Oregon area to develop and demonstrate methods and materials that will help individuals and agencies with career preparation through volunteering. We would like to hear from organizations and employers that are interested in the concept of volunteer service as preparation for paid work. We would also like to hear from those who are interested in receiving information about our demonstration project. Please call or write to:

Marilyn Clark, Coordinator
Adult Career Development and Learning
Education and Work Program
Northwest Regional Educational
Laboratory
300 S. W. Sixth Avenue
Portland, Oregon 97204
503/248-6800 or toll free,
1-800-547-6339

Resources

There are many sources of information to assist those who want to use volunteer service as part of their career development. The listing that follows is not exhaustive, but should provide some good starting points for identifying people, organizations and materials that can help.

1. State Offices of Voluntary Citizen Participation

   There are twenty-six such offices in the following states:

Arkansas	Massachusetts
California	Minnesota
Colorado	Mississippi
Connecticut	Missouri
Florida	New Jersey
Georgia	New Mexico
Hawaii	North Carolina
Idaho	Oklahoma
Illinois	Puerto Rico
Indiana	Rhode Island
Iowa	South Dakota
Kentucky	Texas
Louisiana	Virginia

2. Many localities have established Voluntary Action Centers (VAC) or Volunteer Bureaus. Check the telephone directory for your local VAC or contact:

   Volunteer: The National Center for Citizen Involvement
   P. O. Box 4179
   Boulder, CO 80306
   303-447-0492

   or 1111 North 19th Street, Suite 500
   Arlington, VA 22209
   703-276-0542

   Association of Volunteer Bureaus
   801 North Fairfax Street
   Alexandria, VA 22314
   703-836-7100

3. Several organizations have been formed to promote professionalism in volunteer coordination and management. Among these are:

   American Society of Directors of Volunteer Services
   American Hospital Association
   840 N. Lake Shore Drive
   Chicago, IL 60611
   312-645-9791

   Association of Voluntary Action Scholars
   S-211 Henderson Human Development Building
   The Pennsylvania State University
   University Park, PA 16802
   814-865-1717

   Association of Volunteer Administrators
   P. O. Box 4584
   Boulder, CO 80306
   303-443-2100

4. Additionally, other organizations have formed to promote volunteerism and to assist voluntary groups in their efforts to facilitate communication between groups and to identify resources. These include:

   Alliance for Volunteerism
   3706 Rhode Island Avenue
   Mt. Ranier, MD 20822

   The National Assembly of National Voluntary Health and Social Welfare Organizations
   291 Broadway
   New York, NY 10007
   212-267-1700

   National School Volunteer Program, Inc.
   300 N. Washington Street
   Alexandria, VA 22314
   703-836-4880

   Project Share: National Clearinghouse for Improving the Management of Human Services
   P. O. Box 2309
   Rockville, MD 20852
   301-428-0700

5. At the federal level, ACTION encompasses the following organizations:

   - Peace Corps
   - Vista
   - University Year of Action
   - National Center for Service Learning
   - Foster Grandparent Program
   - Retired Senior Volunteer Program
   - Senior Companion Program

   For information contact:

   ACTION
   Washington, D. C. 20525

Publications

1. Career Redirections for Adults, Northwest Regional Educational Laboratory, Education and Work Program, 300 S. W. Sixth Avenue, Portland, OR 97204.

2. Hanlon, Brenda, Editor. The Best of VAL: A collection from the first five years of Voluntary Action Leadership. Volunteer Readership, P. O. Box 1807, Boulder, CO 80306.

3. Harman, John D., Editor. Volunteerism in the Eighties: Fundamental Issues in Voluntary Action, 1982. University Press of America and Joint Action in Community Service, Inc, P. O. Box 1700, Washington, D.C. 20013.

4. I Can: A Tool for Assessing Skills Acquired Through Volunteer Service. Council of National Organizations for Adult Education, Inc., New York, NY.

5. Options. Newsletter from Volunteer Development Institute, 1700 N. Moore St., Suite 1622, Arlington, VA 22209.

6. Schindler-Rainman, Eva and Lippit, Ronald. Building the Collaborative Community. Riverside: University of California Extension, 1980.

7. Schindler-Rainman, Eva. Transitioning: Strategies for the Volunteer World, 1981. Voluntary Action Resource Centre, 1625 W. 8th Avenue, Vancouver, B.C. Canada V6J 1T9

8. Voluntary Action Leadership. Journal from Volunteer: The National Center for Citizen Involvement, P. O. Box 4179, Boulder, CO 80306.

9. Stengel, Anne and Feeney, Helen. Volunteer Training and Development: A Manual, 1976. Volunteer, P. O. Box 1807, Boulder, CO 80306.

10. Wilson, Marlene. The Effective Management of Volunteer Programs. Volunteer Management Associates, 279 S. Cedar Brook Road, Boulder, CO 80302.

11. Wolfe, Joan. Making Things Happen: The Guide for Members of Volunteer Organizations. Volunteer Readership, P. O. Box 1807, Boulder, CO 80306.

Editor's Note:

IDEAS FOR ACTION in Education and Work is a new kind of service. The steady growth of interest in education/work programs has generated a wealth of new information, but the sheer mass of this knowledge has hindered practitioners and policymakers from using it to make decisions. We hope this document and the ones to follow will provide information in a usable form.

This is the fourth issue in the series. Previous issues include Removing Barriers to CETA/School Collaboration, highlighting some successful strategies for school staffs and CETA programs to cooperate in the effort to decrease youth unemployment; Improving Learning in the Workplace, describing ways to structure work experiences so they maximize learning benefits; and Teaching Independent Living Skills to Youth, on ways to help young people become more confident and competent as they enter the world of work. Back issues are available from the NWREL Education and Work Program while the supply lasts. They will also be in the Educational Resources Information Center (ERIC) System available on microfiche through major public and educational libraries.

Ultimately, we hope this series will contribute in a small way to forging bonds among people and programs who want to solve problems related to transitions between education and work. The audience for each issue may change, based on the topics, but let us know if you'd like to be part of a permanent mailing list for the series.

IDEAS FOR ACTION is meant to be a useful tool for youth workers and school personnel as well as policymakers. Has it met that goal? We'd like to know! We also want to know if you have any questions or comments about the material presented here. We welcome your suggestions for future issues: topics, tone, format, length--any ways that would make it most useful for you.

Please address your responses to:

Larry McClure, Director
Education and Work Program
Northwest Regional Educational Laboratory
300 S. W. Sixth Avenue
Portland, Oregon 97204
(503) 248-6800 x 430
or (toll free)
1-800-547-6339 x 430

UPCOMING ISSUE:
Work as a Topic of Study for Middle School Youth.

Available August 1982.

Acknowledgments

This IDEAS FOR ACTION *issue reflects the work of many persons in the NWREL Education and Work Program: Marilyn Clark, principal author; Larry McClure and Tom Owens, reviewers; Steve Engel, editor; Christine Landry, word processing. Research assistants for the volunteers study included Judith Nelson and Barbara Rozell.*

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204

This report is produced by the Northwest Regional Educational Laboratory, a private, nonprofit corporation. The work upon which this publication is based was performed pursuant to Contract No. 400-80-0105 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.